



# Getting your head around the new K-10 Language Syllabuses

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**AISNSW**

**Thursday 29 March 2018**

Strand



Objective



Outcome



Content descriptor



Learning task

# Content for Early Stage 1

## Communicating Strand Interacting Objective

### Outcome

#### A student:

- interacts in simple exchanges in Chinese LCHe-1C


### Outcome

### Content

[link to Australian curriculum content](#)

#### Students:

### Content descriptors (bullet points)




- exchange greetings, for example: (ACLCHC001) 曾
  - learning how to greet others at different times of the day, eg in the morning and after lunch, and saying goodbye (你好。早上好。下午好。) 曾
  - introducing self and peers, eg 你好吗？我很好，谢谢！你呢？ 曾
- participate in classroom routines and follow simple instructions, for example: (ACLCHC001) 曾
  - responding to teacher instructions, eg 请举手。请安静。  Suggested tasks (dashes) 曾
  - responding to teacher instructions about classroom routines, eg 排成一 曾
  - responding to teacher instructions relating to a task, eg when learning a song, playing a game, observing a process, making a mosaic 曾

# Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 
- Asia and Australia's engagement with Asia 
- Sustainability 




General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Learning across the curriculum icons

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Chinese K–10 Syllabus* in the following ways.

# Content for Stage 4

## Communicating

## Interacting

## Outcome

### A student:

- › uses Chinese to interact with others to exchange information, ideas and opinions, and make plans LCH4-1C

**Related Life Skills outcome:** LCHLS-1C

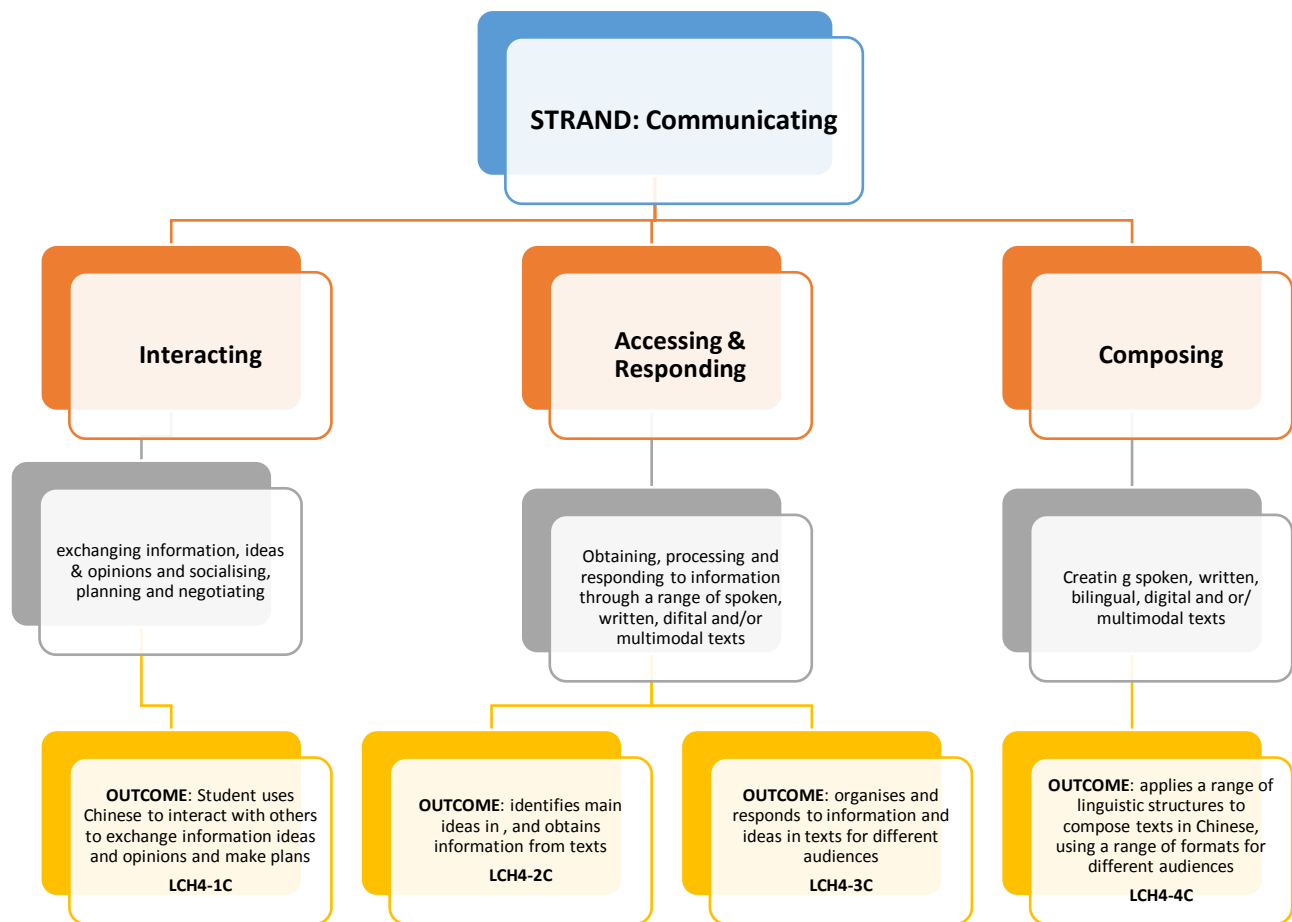
## Content

### Students:

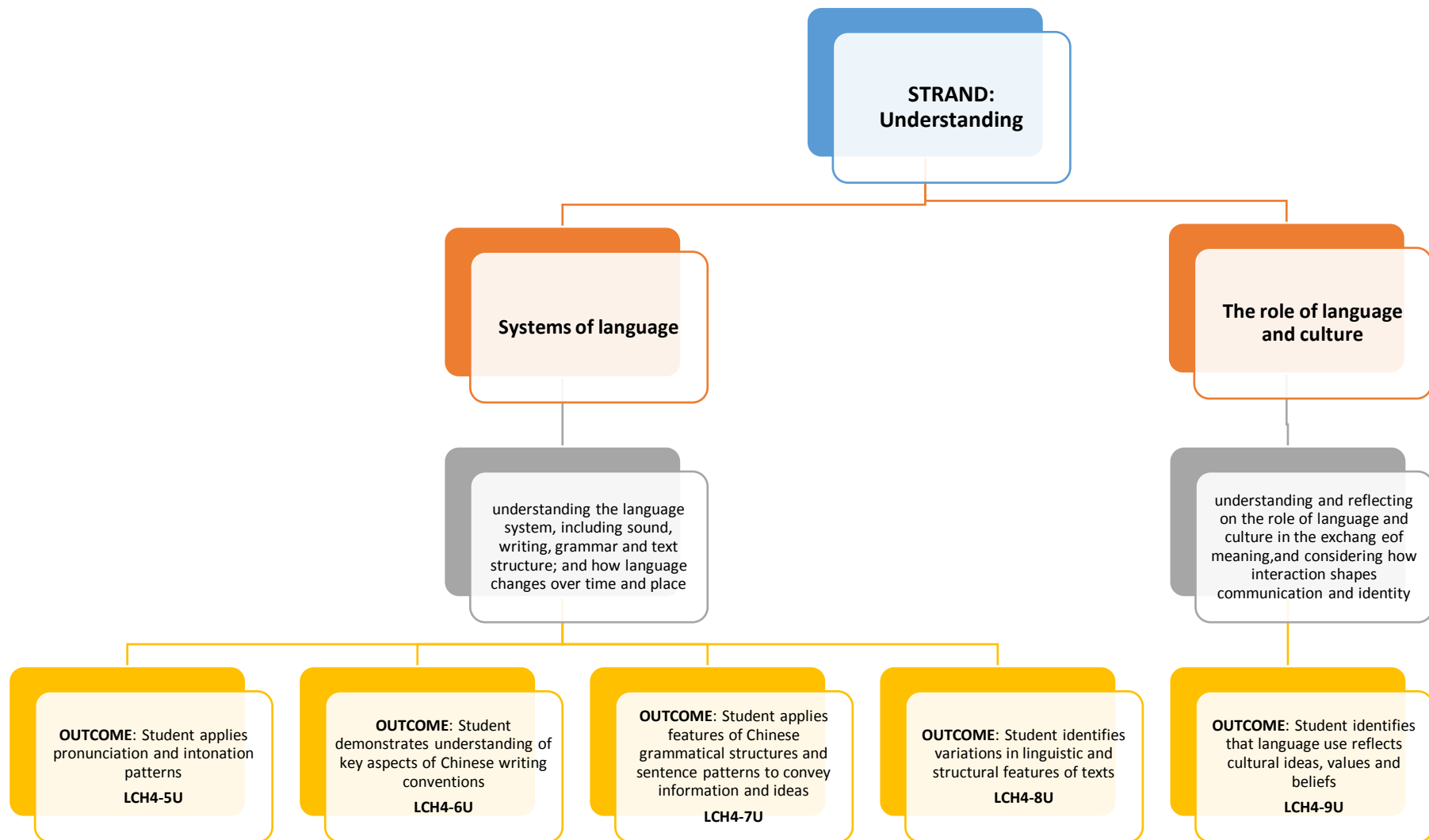
- interact with peers and known adults on topics of interest, for example: (ACLCHC081) ❖ ❖
  - participating in class routines and greeting teacher and peers, saying goodbye, and asking for permission, eg 你好！再见！老师好！ ❖
  - initiating a conversation with a new student, eg 你好！我叫....你呢？ ❖
  - interacting with peers to identify common interests or opinions ❖ ❖
  - engaging in class discussions by asking and responding to a set of questions ❖
  - surveying opinions on a topic of interest, eg 你喜欢游泳吗？ ❖ ❖
- engage in collaborative activities that involve planning and making arrangements, for example: (ACLCHC082) ❖ ❖
  - planning a class sports day, discussing who prefers which sport and creating a program accordingly ❖ ❖
  - determining an agreed social activity with peers, eg going out on a week night ❖ ❖
  - using online collaborative learning tools to create a rap about greetings and performing it in groups, eg 你好吗？我很好。你呢？我也很好。大家好！ ❖ ❖ ❖

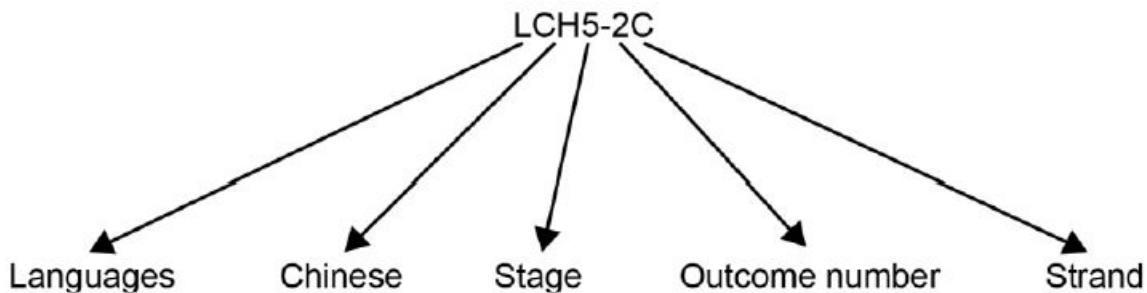
Syllabus content showing cross-curriculum priorities

## Communicating Strand + outcomes diagram



## Understanding Strand + outcomes diagram





Outcome code	Interpretation
LCH2-1C	Languages, Chinese, Stage 2 - Outcome number 1 (Communicating)
LCH5-7U	Languages, Chinese, Stage 5 - Outcome number 7 (Understanding)
LCHLS-2C	Languages, Chinese, Life Skills - Outcome number 2 (Communicating)



## Chinese

### Stage 3 – Differentiated content

<b>Communicating</b>	
<i>Interacting outcome:</i> LCH3-1C uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities	
<b>Beginner</b> <ul style="list-style-type: none"> <li>initiate interactions and exchange information with teacher and peers</li> <li>participate in a group activity or shared event</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>initiate interactions with adults and peers to exchange information, ideas and opinions</li> <li>collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions</li> </ul>
<i>Accessing and Responding outcomes:</i> LCH3-2C obtains and processes information in texts, using contextual and other clues LCH3-3C responds to texts using different formats	
<b>Beginner</b> <ul style="list-style-type: none"> <li>obtain and organise information from a range of spoken, written and digital texts</li> <li>respond in English or Chinese to texts, using a range of formats</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>locate and classify information from a range of spoken, written, digital and visual texts</li> <li>respond in English or Chinese to ideas and information, using a range of formats for different audiences</li> </ul>
<i>Composing outcome:</i> LCH3-4C composes texts in Chinese using a series of sentences	
<b>Beginner</b> <ul style="list-style-type: none"> <li>compose informative and imaginative texts, using scaffolded models, for different purposes and audiences</li> <li>create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>compose informative and imaginative texts for a variety of purposes and audiences</li> <li>create bilingual texts and resources for their own language learning and the school community</li> <li></li> </ul>

Understanding	
<p><i>Systems of Language outcomes:</i></p> <p>LCH3-5U applies key features of Chinese pronunciation and intonation</p> <p>LCH3-6U applies basic Chinese writing conventions</p> <p>LCH3-7U demonstrates understanding of Chinese grammatical structures</p> <p>LCH3-8U recognises how texts and language use vary according to context and purpose</p>	
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>reproduce pronunciation and intonation, recognising stress and phrasing</li> <li>write familiar <i>Hanzi</i>, identifying common components and connections in meaning</li> <li>recognise the systematic nature of Chinese grammar rules</li> <li>recognise that there is diversity within the Chinese language</li> <li>identify how the features of text organisation vary according to audience and purpose</li> </ul>	<p><b>Prior Learning and/or experience</b></p> <ul style="list-style-type: none"> <li>recognise the use of the tone, intonation and stress of words to express emotion, opinion and attitude</li> <li>recognise the contextual meanings of individual syllables or <i>Hanzi</i> to assist comprehension and vocabulary development, and explain the form and function of components of individual <i>Hanzi</i>,</li> <li>understand and use basic structures and features of Chinese grammar to elaborate on meaning</li> </ul>
<p><i>The Role of Language and Culture outcomes:</i></p> <p>LCH3-9U makes connections between cultural practices and language use</p>	
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>understand that language use changes according to the context of use and reflects different relationships</li> <li>understand that language use is shaped by the values and beliefs of a community</li> <li>describe aspects of own identity and reflect on differences between Chinese and own language and culture, considering how this affects intercultural communication</li> </ul>	<p><b>Prior Learning and/or experience</b></p> <ul style="list-style-type: none"> <li>reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa</li> </ul>

## French

### Stage 3 – Differentiated content

<b>Communicating</b>	
<i>Interacting outcome:</i> LFR3-1C uses French to interact with others to exchange information and opinions, and to participate in classroom activities	
<b>Beginner</b> <ul style="list-style-type: none"> <li>initiate interactions and exchange information with teacher and peers</li> <li>participate in a group activity or shared event</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>initiate interactions with adults and peers to exchange information, ideas and opinions</li> <li>collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions</li> </ul>
<i>Accessing and Responding outcomes:</i> LFR3-2C obtains and processes information in texts, using contextual and other clues LFR3-3C responds to texts using different formats	
<b>Beginner</b> <ul style="list-style-type: none"> <li>obtain and organise specific information from texts</li> <li>respond in English or French to texts, using a range of formats</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>locate and classify information from a range of spoken, written, digital and visual texts</li> <li>respond in English or French to ideas and information, using a range of formats for different audiences</li> </ul>
<i>Composing outcome:</i> LFR3-4C composes texts in French using a series of sentences	
<b>Beginner</b> <ul style="list-style-type: none"> <li>compose informative and imaginative texts, using scaffolded models, for different purposes and audiences</li> <li>create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community</li> </ul>	<b>Prior Learning and/or experience</b> <ul style="list-style-type: none"> <li>compose informative and imaginative texts for a variety of purposes and audiences</li> <li>create bilingual texts and resources for their own language learning and the school community</li> </ul>

Understanding	
<p><i>Systems of Language outcomes:</i></p> <p>LFR3-5U applies key features of French pronunciation and intonation</p> <p>LFR3-6U demonstrates understanding of French grammatical structures</p> <p>LFR3-7U recognises how texts and language use vary according to context and purpose</p>	
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning</li> <li>recognise the systematic nature of French grammar rules</li> <li>recognise that the French language is both influenced and in turn influences other languages and cultures</li> <li>identify how the features of text organisation vary according to audience and purpose</li> </ul>	<p><b>Prior Learning and/or experience</b></p> <ul style="list-style-type: none"> <li>apply the French sound system, including variations in tone, stress and phrasing</li> <li>understand and use basic structures and features of French grammar to elaborate on meaning</li> </ul>
<p><i>The Role of Language and Culture outcomes:</i></p> <p>LFR3-8U makes connections between cultural practices and language use</p>	
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>understand that French changes according to the context of use and reflects different relationships</li> <li>understand that language use is shaped by the values and beliefs of a community</li> <li>describe aspects of own identity and reflect on differences between French and own language and culture, considering how this affects intercultural communication</li> </ul>	<p><b>Prior Learning and/or experience</b></p> <ul style="list-style-type: none"> <li>reflect on their experiences in French and English-speaking contexts, discussing adjustments made when moving from English to French and vice versa</li> </ul>

## Stage 4

Communicating		
<i>Interacting outcome:</i> LCH4-1C Uses Chinese to interact with others to exchange information, ideas and opinions and make plans		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults on topics of interest</li> <li>Engage in collaborative activities that involve planning and making arrangements</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults on a range of topics and experiences</li> <li>Engage in collaborative activities that involve planning, making decisions and negotiating</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults to exchange information, opinions and preferences relating to social issues and cultural experiences</li> <li>Engage in collaborative tasks that involve negotiating, solving problems and justifying decisions</li> </ul>
<i>Accessing and Responding outcomes:</i> LCH4-2C Identifies main ideas in, and obtains information from texts		
LCH4-3C Organises and responds to information and ideas in texts for different audiences		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Locate information and identify gist in a range of spoken, written and digital texts</li> <li>Respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Obtain and process information from a range of spoken, written and digital texts</li> <li>Respond in English or Chinese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Access and evaluate information from a range of spoken, written and digital texts</li> <li>Respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences</li> </ul>
<i>Composing outcome:</i> LCH4-4C Applies a range of linguistic structures to compose texts in Chinese using a range of formats for different audiences		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language</li> <li>Create bilingual texts and resources for the classroom</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in a variety of formats for different purposes and audiences</li> <li>Create bilingual texts and resources for the school and wider community</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in a variety of formats for different purposes and audiences</li> <li>Create bilingual texts and resources for the school and wider community</li> </ul>

Understanding		
<p><i>Systems of Language outcomes:</i></p> <p>LCH4-5U applies Chinese pronunciation and intonation patterns</p> <p>LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions</p> <p>LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas</p> <p>LCH4-8U identifies variations in linguistic and structural features of texts</p>		
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Recognise and use features of the Chinese sound system, including discriminating use of tones, rhythm and sound flow</li> <li>Use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning</li> <li>Understand elements of Chinese grammar, such as word order and sentence construction</li> <li>Recognise diversity in Chinese language use within different communities and regions</li> <li>Identify textual conventions of familiar spoken, written and multimodal texts</li> </ul>	<p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>Apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones and patterns of sound flow in speech</li> <li>Recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components</li> <li>Understand and use elements of Chinese grammar and sentence structure to express ideas</li> <li>Explore the impact of technology and the way in which Chinese has changed over time through interactions with other languages and cultures</li> <li>Understand how different types of texts are structures and use particular language features to suit different contexts</li> </ul>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Discuss features of Chinese pronunciation and intonation and compare their own</li> <li>Use an increasing range of Hanzi in texts, identifying the form and function of components of individual Hanzi</li> <li>Apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions</li> <li>Understand how different types of texts are structures and use particular language features to suit different contexts, purpose and audiences</li> </ul>
<p><i>The Role of Language and Culture outcomes:</i></p> <p>LCH4-9U Identifies that language use reflects cultural ideas, values and beliefs</p>		
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Understand how language varies according to context and purpose</li> <li>Explore connections btw language &amp; culture in particular words, expressions &amp; communicative behaviours</li> <li>Recognise their own and others' ways of expressing identity, reflecting on the relationship btw language, culture and identity</li> </ul>	<p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>Understand how language use varies according to context and reflects roles, relationships and cultural values</li> <li>Explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures</li> <li>Reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating</li> </ul>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Understand how language use varies according to context and reflects roles, relationships and cultural values</li> <li>Analyse the use of language across genders and generations, within and across language communities</li> <li>Reflect on how and why being a speaker of Chinese contributes to their sense of identity and is important to their Chinese cultural heritage</li> </ul>

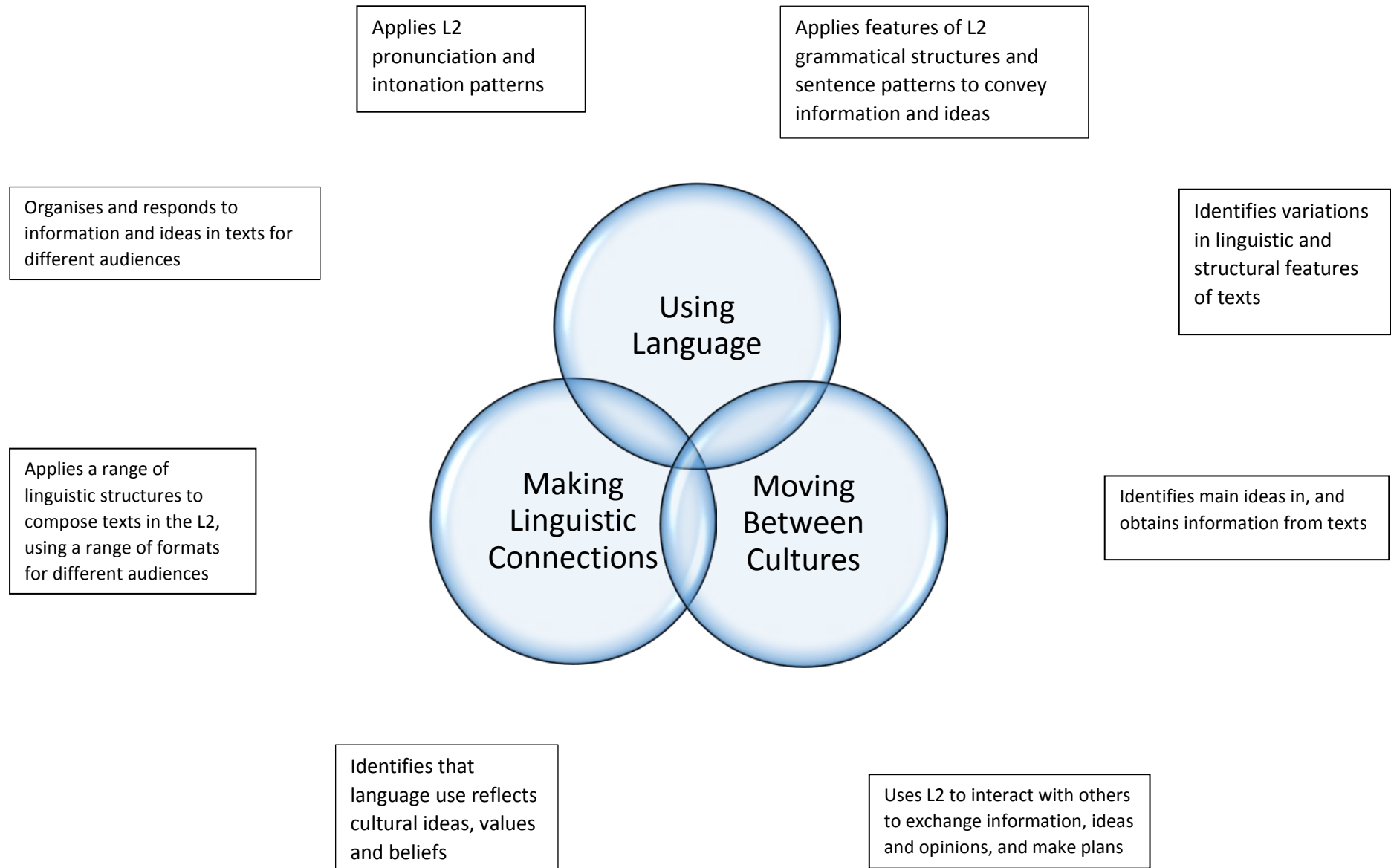
## Stage 4

Communicating		
<i>Interacting outcome:</i> LFR4-1C Uses French to interact with others to exchange information, ideas and opinions and make plans		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults on topics of interest</li> <li>Engage in collaborative activities that involve planning and making arrangements</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults on a range of topics and experiences</li> <li>Engage in collaborative activities that involve planning, making decisions and negotiating</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Interact with peers &amp; known adults to exchange information, opinions and preferences relating to social issues and cultural experiences</li> <li>Engage in collaborative tasks that involve negotiating, solving problems and justifying decisions</li> </ul>
<i>Accessing and Responding outcomes:</i> LFR4-2C Identifies main ideas in, and obtains information from texts LFR4-3C Organises and responds to information and ideas in texts for different audiences		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Locate information and identify gist in a range of spoken, written and digital texts</li> <li>Respond in English or French to information and ideas in a variety of spoken, written and digital forms for specific contexts</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Obtain and process information from a range of spoken, written and digital texts</li> <li>Respond in English or French to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Access and evaluate information from a range of spoken, written and digital texts</li> <li>Respond in French to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences</li> </ul>
<i>Composing outcome:</i> LFR4-4C Applies a range of linguistic structures to compose texts in French using a range of formats for different audiences		
<b>Beginner</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language</li> <li>Create bilingual texts and resources for the classroom</li> </ul>	<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in a variety of formats for different purposes and audiences</li> <li>Create bilingual texts and resources for the school and wider community</li> </ul>	<b>Background</b> <ul style="list-style-type: none"> <li>Compose informative and imaginative texts in a variety of formats for different purposes and audiences</li> <li>Create bilingual texts and resources for the school and wider community</li> </ul>

Understanding		
<p><i>Systems of Language outcomes:</i></p> <p>LFR4-5U applies French pronunciation and intonation patterns</p> <p>LFR4 -6U applies features of French grammatical structures and sentence patterns to convey information and ideas</p> <p>LFR4-7U identifies variations in linguistic and structural features of texts</p>		
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Recognise and use features of the French sound system, including pitch, accent, rhythm and intonation</li> <li>Understand elements of French grammar, including the systematic nature of verb conjugation</li> <li>Recognise how French influences and is influenced by factors such as technology, and other languages and cultures</li> <li>Recognise that French is both a local and global language</li> <li>Identify textual conventions of familiar spoken, written and multimodal texts</li> </ul>	<p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>Apply French pronunciation and intonation patterns, and punctuation</li> <li>Understand and use elements of French grammar and sentence structure to express ideas</li> <li>Understand that the French language has evolved and developed through different periods of influence and change</li> <li>Understand how different types of texts are structured and use particular language features to suit different contexts</li> </ul>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Apply the French sound system, explaining features, including variations in tone, stress and phrasing</li> <li>Apply knowledge of French grammar to organise and elaborate on ideas and opinions</li> <li>Understand how different types of texts are structured and use particular language features to suit different contexts, purpose and audiences</li> </ul>
<p><i>The Role of Language and Culture outcomes:</i></p> <p>LFR4-8U Identifies that language use reflects cultural ideas, values and beliefs</p>		
<p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Understand how language varies according to context and the relationship between participants</li> <li>Explore connections btw language &amp; culture in particular words, expressions &amp; communicative behaviours</li> <li>Recognise their own and others' ways of expressing identity, reflecting on the relationship btw language, culture and identity</li> </ul>	<p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>Understand variations in French language use that reflect different levels of formality, status and authority</li> <li>Explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures</li> <li>Reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating</li> </ul>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Analyse ways in which choices in language use reflect cultural ideas and perspectives and reflect on how what is considered acceptable in communication varies across cultures</li> <li>Reflect on how and why being a speaker of French contributes to their sense of identity and is important to their French cultural heritage</li> </ul>



MATCHING THE OLD WITH THE NEW: WHICH NEW OUTCOME GOES WITH WHICH OLD OBJECTIVE?



## ACTIVITY

These outcomes have lost their content descriptors! Without referring to your syllabus, see if you can match the descriptors back up to their outcomes. Then, in the 4th column, write which of the 4 macro skills are best suited to both the outcome and its descriptor.

	Outcome	Content Descriptor	Macro Skill/s
L<>3-1C	Uses L2 to interact with others to exchange information and opinions, and to participate in classroom activities		
L<>3-2C	Obtains and processes information in texts, using contextual and other clues		
L<>3-3C	Responds to texts using different formats		
L<>3-4C	Composes texts in L2 using a series of sentences		
L<>3-5U	Applies key features of L2 pronunciation and intonation		
L<>3-6U	Demonstrates understanding of L2 grammatical structures		
L<>3-7U	Recognises how texts and language use vary according to context and purpose		
L<>3-8U	Makes connections between cultural practices and language use		

## **ACTIVITY**

These content descriptors are out of order. Map them back to their outcome/s and then consider which macro skill/s will be targeted in each.

Recognise that the L2 language is both influenced and in turn influences other languages and cultures
Compose informative and imaginative texts, using scaffolded models, for different purpose and audiences
Participate in a group activity or shared event
Respond in English or L2 to texts, using a range of formats
Recognise the systematic nature of L2 grammar rules
Obtain and organise specific information from texts
Describe aspects of own identity and reflect on differences between L2 and own language and culture, considering how this affects intercultural communication
Identify how the features of text organisation according to purpose and audience
Initiate interactions and exchange information with teacher and peers
Understand that language use is shaped by the values and beliefs of a community
Create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community
Reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
Understand that the L2 changes according to the context of use and reflects different relationships

## ACTIVITY

These outcomes have lost their content descriptors! Without referring to your syllabus, see if you can match the descriptors back up to their outcomes. Then, in the 4th column, write which of the 4 macro skills are best suited to both the outcome and its descriptor.

	Outcome	Content Descriptor	Macro Skill/s
L<>4-1C	Uses L2 to interact with others to exchange information, ideas and opinions, and make plans		
L<>4-2C	Identifies main ideas in, and obtains information from texts		
L<>4-3C	Organises and responds to information and ideas in texts for different audiences		
L<>4-4C	Applies a range of linguistic structures to compose texts in the L2, using a range of formats for different audiences		
L<>4-5U	Applies L2 pronunciation and intonation patterns		
L<>4-6U	Applies features of L2 grammatical structures and sentence patterns to convey information and ideas		
L<>4-7U	Identifies variations in linguistic and structural features of texts		
L<>4-8U	Identifies that language use reflects cultural ideas, values and beliefs		

## **ACTIVITY**

These content descriptors are out of order. Map them back to their outcome/s and then consider which macro skill/s will be targeted in each.

Create bilingual texts and resources for the classroom
Recognise how the L2 influences and is influenced by factors such as technology, and other languages and cultures
Understand elements of L2 grammar, including such things as verb conjugation, word order or sentence construction
Explore connections between language and culture in particular words, expressions and communicative behaviours
Understand how language use varies according to context and the relationship between participants
Interact with peers and known adults on topics of interest
Respond in English and L2 to information and ideas in a variety of spoken, written and digital forms for specific contexts
Locate information and identify gist in a range of spoken, written and digital texts
Engage in collaborative activities that involve planning and making arrangements
Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity
Compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language
Recognise and use features of the L2 sound system, including accent, rhythm and intonation
Identify textual conventions of familiar spoken, written and multimodal texts

## Sample Scope & Sequence Template

Year <> <Language> <Year>

TERM 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Topic										
Goals										
Outcomes										
End product										

TERM 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Topic										
Goals										
Outcomes										
End product										

TERM 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Topic										
Goals										
Outcomes										
End product										

TERM 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Topic										
Goals										
Outcomes										
End product										

What's next?

*“Preparing for 2019 – Programming the new K-10 Languages Syllabuses”*

**Wednesday 1 August 2018**

**(repeated Wednesday 17 October)**

Scan here for more information and to register





## Contact Details

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Alison Dean & Merryl Wahlin

Consultant: Languages

Level 12, 99 York Street, Sydney NSW 2000

Phone (02) 9299 2845 Fax (02) 9290 2274

Web [aisnsw.edu.au](http://aisnsw.edu.au) Email [adean@aisnsw.edu.au](mailto:adean@aisnsw.edu.au)  
[mwahlin@aisnsw.edu.au](mailto:mwahlin@aisnsw.edu.au)

ABN 96 003 509 073